

Advanced Students' Perceptions towards the Use of L1 in English Classroom

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Miravenstin Rihulay

112010060

**ENGLISH TEACHER EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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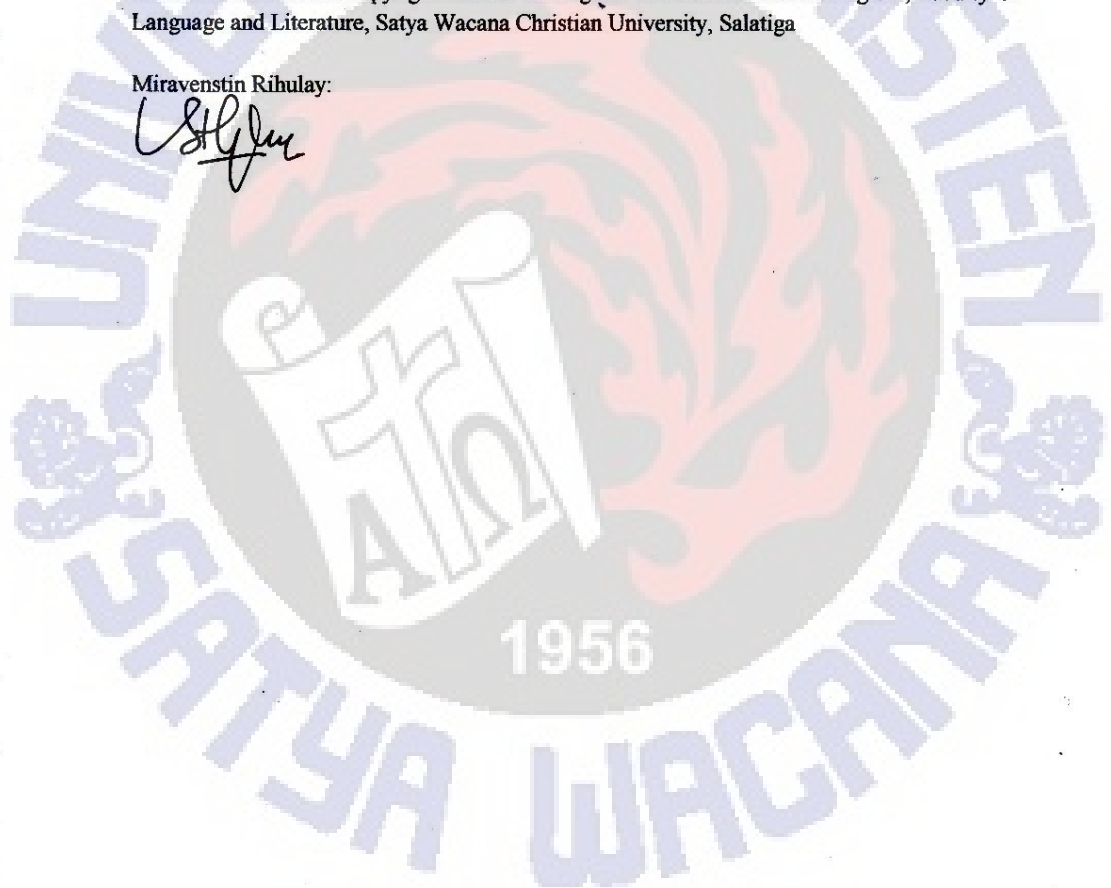
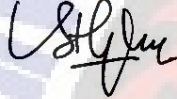
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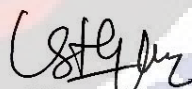
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ADAVANCED STUDENTS' PERCEPTIONS TOWARDS THE USE OF L1 IN ENGLISH CLASSROOM

Miravenstin Rihulay

Abstract

There have always been contradicting views about whether or not to use the L1 of the students in English classroom. Many studies (Al-Sharaeai, 2012; Cook, 2001; Grim, 2010; Miles, 2004; Tang, 2002) were conducted by some researchers to look for the perceptions of students and / or the teachers towards the use of their L1 in L2 class. They believed that it is useful and effective to use the L1 and some of them not. This study is aimed to investigate students' perceptions towards the use of L1 in English classroom, especially for advanced level students. In this study, close-ended questionnaires were distributed to collect the data from 150 students of English Teacher Education Program, Faculty of Language and Literature, Satya Wacana Christian University, Salatiga. The students of academic year 2012, 2011, and 2010 were chosen as they have spent about three years and more in the faculty. There are 12 statements provided in the questionnaires and categorized into two aspects; the advantages and the disadvantages of the use of L1. The result showed that the majority of the students had positive perceptions as the advantages of the use of L1 that it can help them to express their ideas when they do not know how to say it in English. Then, as the disadvantages of the use of L1 the students believed that L1 can obstruct them to think directly in English.

Key Words: L1, L2, students' perceptions, English classroom.

INTRODUCTION

Using first language (L1) in English classroom has been trending topic since long time ago. Many studies such as Al-Sharaeai, 2012; Cook, 2001; Grim, 2010; Miles, 2004; Tang, 200) were conducted to investigate the use of L1 in L2 (second language) learning. They expressed their point of view of using first language, some of them are against the use of L1 and others are supporting the use of the first language itself. This issue makes some teachers feel distracted whether they have to use it or not. On the other hand, some teachers believed that the use of target language only in L2 learning is crucial for the students' development in their L2 learning.

Those who use L1 in teaching and learning process thought that it can help the students in understanding teachers' explanation about L2 rules. To strengthen the statement before, Tang (2002) on his study found that students and teachers in China prefer to use their L1 because it improves their comprehension of L2 concept and vocabulary (p.41). While those who oppose this issue thought that when L1 is used too widely in classroom teaching, it can prevent the students' effort in understanding and acquiring L2 in teaching and learning process (Grim, 2010. p. 194). Therefore, They believed L2 must be used dominantly in English classroom.

There was an experience of my friend who taught English for repeater students in a school. When she spoke English, the students did not understand what she was talking about. They seem confused when she spoke English in classroom. For that reason, she decided to speak English less and Bahasa Indonesia more dominant in order to create a comfortable atmosphere in classroom. She found that the students can easily understand when she was delivering the lesson using Bahasa Indonesia. By that experience, I figured out that the issue that I would like to investigate is a crucial in educational field, recently.

Statement of the Problem

Based on the background above, the writer found out that this issue also happened in Indonesia as in English Teacher Education Program in advance level courses, especially in Advanced level classes, such as Research Method, ESP, etc. Besides that, there are also some factors that occur as reasons why this study needs to be conducted. It is about the role of first language (L1) use in target language learning (L2) classroom by both the teachers and the students. There are many studies (Al-

Sharaeai, 2012; Schweers, 1999; Tang, 2003) investigate about both teachers and students perspectives toward the use of L1 and the frequency of using L1 in classroom. Yet, there have not been many studies that examine about students' perceptions toward the use of L1 in English classroom, in advanced level.

Furthermore, this issue still becomes a discussion topic because people still curious whether L1 is worth keeping and have benefits for both teachers and students. However, we do not know whether it has negative or positive effect in the learning process and why does it used in the classroom.

Significance of the Study

I believe that by conducting this study, it could provide information of using L1 in classroom. This study also would be beneficial to the students and also the teacher since this study provide the knowledge, such as the purpose and the impact of using L1. Moreover, by conducting this study, I expect that this study can make students and teachers make a consideration in using L1 in L2 classroom.

Purpose of the Study

The aim of this study is to identify the students' perceptions toward the use of L1 in classroom. The reason is because L1 is often seen as a distraction, which creates a hesitation whether it is useful to apply or not in L2 classroom.

Research Question

This study aimed to answer this following question:

“What are the students' perceptions toward the use of L1 in the classroom?”

LITERATURE REVIEW

Overview

The use of first language (L1) is very influential in teaching second language (L2). The influence in here leads to the students' understanding in receiving the material and anything else. Therefore some teachers prefer to use L1 instead of L2 as a tool to facilitate the teaching of second language (Grim, 2010. p. 194). On the other hand, in learning about L2, the learners only need to use the target language itself (Cook, 2001. p. 409). The aim is to prevent the students' dependency of using L1. Those statements seem have led us to look deeper into some experts' views about the use of L1 in L2 class. The following review of previous studies will explain why L1 cannot and can be used in teaching L2.

SUPPORTING L1 USE IN CLASSROOM

In the English classroom, the use of a language like English or Bahasa Indonesia is considered to be the most important thing in language learning. However, in some occasions like, explanation and clarifying complex word or sentence most of the language that usually used is first language (L1) or Bahasa Indonesia. Therefore, there are many studies done in the area of language learning to know about the perceptions of the teachers and the students about the use of L1 in classroom. The use of L1 in classroom has many benefits to the students. L1 can be used as a tool in language learning to explain materials like grammar, to give instruction when explained the task or the test, and also help the students to understand more about the target language (L2). This statement is supported by Cook (2005) cited in Grim (2010, p. 194) that L1 can have positive effect for the students if it has been used for many times to convey L2

meaning, explain tasks and test, to explain grammar, etc.. At this point, Spahiu (2013, p. 244) pointed out that the use of students' L1 is essential in explaining the idea of the L2 learning as well as the grammar. In addition, there are also some advantages of the use of L1 that we often find in the teaching and learning process in the classroom, such as it can makes the students feel more confident and feel secure to communicate in the class. This idea is strengthened by some researchers, such as Spahiu (2013) and Schweers (1999). Spahiu (2013) in his research declared that "Native language helps the students feel less stressful" (p. 246). Likewise, Schweers (1999) also stated that "Starting with the L1 provides a sense of security and validated the learners' lived experiences, allowing them to express themselves." (p. 7).

The function of L1 in language learning as media to give instruction is also support by Spahiu, which is said that the use of L1 in classroom offers a better possibility to give instruction more effectively (p. 246). Moreover, in supporting the statement L1 role in helping the students to understand more about L2, Notion (2001) said that L1 can facilitate the learners in gaining the knowledge in learning the second language (p. 3). Shcweers (1999) in his research about using Spanish in English class also stated that, "using L1 (Spanish) has led to the positive attitudes toward the process of learning English and better yet, encourages students to learn more English." (p.13)

Besides that, L1 is also can be applied in language learning in order to manage the class, to explain the activity, to translate new or difficult vocabularies, and also to communicate and interact between teachers and students. Related to the statement, Cook (2001) mentioned some teaching situation where L1 can be used positively in conveying and checking the meaning of a words or sentences, explaining grammar, organizing the class, explaining class activity and task, etc. (p. 413-418). Therefore, there are some reasons that L1 can be used positively in the classroom. First, it can make classroom

situation becomes more comfortable. Grim (2010) supported this idea by saying that, using L1 can create a sense of closeness between the students and the teacher either to show understanding or to create a friendly rapport (p.197). Second, it can prevent the waste of time in teaching and learning process. Tang (2002) also explained that, “Class time is limited. If using L1 is helpful, why not do it? Sometimes when we use English to explain a sentence or a word, and the students still confused, using L1 is helpful to prevent the waste of time.” (p.39)

In doing some activities in the classroom, especially when explaining teaching materials, there must have been new or difficult words. Consequently, L1 is used to prevent any misunderstanding between teacher and students. Again, Spahiu conveyed that the students prefer to translate difficult context and words for the sake of justifying the use of L1 in the classroom for teaching and learning the target language (p. 246). Xu (1993) as cited in Khresheh (2012), explained that “L1 is sometimes effective to explain difficult word”, for example when the word ‘electricity’ is presented for the first time. Some students may have difficulties to understand its English definition, so it is effective to use L1 (p. 82).

In learning target language, there must be some students who cannot speak English fluently. Thus, they use L1 to express their thoughts or ideas and to ask and answer questions. In this context, L1 serves as a tool of communication of students and teacher (Harbord, 1992. cited in Salah & Farah, 2012. p. 408). According to Salah (2011) cited in Kavari (2014), students use their L1 to speak to the teacher when they are quite incapable of expressing what they mean (p. 209). Those statements show us the reasons why should we use L1 in classroom. Accordingly, it cannot be denied that most students and teachers use L1 in classroom, frequently.

OPPOSING L1 USE IN CLASSROOM

Compared to the previous opinions that agree with the use of L1 in classroom, there are also arguments revealed about the rejection of L1 use in classroom. Using L1 in classroom can inhibit students' understanding in a process of learning the target language (L2). This is happen because teacher and students commonly use the L1 in the classroom. Whereas, in learning L2 the use of target language in the classroom itself should be used more dominantly in order to achieve the goals of L2 learning process. According to Schweers (1999), "English should be the primary vehicle of communication in the English classroom." (p.9).

Similar with the previous statement, Schweers also wants to emphasize that in second language learning, the target language should be used to communicate and interact. This statement also supported by Allwright (1979) cited in Harmer (2007), he explained that the best way to learn about a language is by using the language itself (p.51). It means that when the learners want to learn English they should apply English as a medium of learning in the classroom. Harmer (2001) also stated that the overuse of L1 restricts the students' exposure to the target language

It is also supported by Mahmoudi (2011) in his study toward pre-university in Persian school that the learners avoid to be dependence on their L1 in the learning process (p. 140). To be agreed, Kalanzadeh, Hemti, Shahivand, & Bakthiarvand (2013), their study in third grader high school students in Iranian schools also conclude that the dominant use of L2 in the classroom triggered the students to avoid using their L1 which is Iranian (p.38). In line with those previous statements there are some researchers who supported the idea to avoid the use of L1. According to Mart (2013), using L1 in classroom has some disadvantages:

- 1.) Unless it has been translated into their native language teachers or students feel that the language items will not be understood.
- 2.) Although students have the ability to express what they mean in the target language, they will speak to the teacher in their native language.
- 3.) Students will fail to realize the importance of the second language. (p.9)

The same idea is also avowed by Atkinson (1987) cited in Kavari (2014) that the following problems of over using L1:

1. “The teacher and / or the students begin to feel that they have not ‘really’ understood any item of language until it has been translated.
2. The teacher and / or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom it is essential that they use only English.” (p.209).

Thus, it can be concluded that students’ perspective of using L1 in L2 classroom could be varied as we can see through researchers that support my opinion.

Previous Studies

The first study is conducted by Richard Miles about Evaluating the Use of L1 in the English Language Classroom by Japanese students. In his research he found out two points about L1. First, using L1 in the classroom does not hinder learning L2. Second, L1 has a facilitating role to play in the classroom and can actually help learning L2. He proved it by showing one of the results that the students' speaking skills showed significantly higher improvement due to the confidence factor. Thus, L1 use helped to foster this confidence.

The second by Pembayun Pujiastuti (2013) entitled Students' of L1: A Study on Advanced Grammar Students' Perspectives. The result of her study answered the research questions by analyzing these three themes. The first theme was about students' attitudes toward L1 use. The finding of this theme asserted that the majority of the participants welcomed the use of L1 in the classroom although they had been considered as the advanced students. They realized that L1 gave some benefit for them, such as 1) L1 became a communicative strategy; 2) L1 gave sense of security for students. The second theme was about students' preferred frequency of L1 use. It indicates that almost all the participants wanted the existence of L1 in classroom. The third theme was about students' preferred occasions of L1 use. It was found that students most preferred occasion in using L1 in the group or pair discussion.

THE STUDY

Context of the Study

This study is about the perceptions of advanced level students of using L1 in the classroom. This study is conducted in English Teacher Education Program, Faculty of Language and Literature, Satya Wacana Christian University. The reason why I chose advanced students is because sometimes L1 is often used in advanced classes. Besides, many previous studies had found out that the students who still want the existence of L1 is the beginner level students. Therefore, I was curious about the finding if the study was conducted with advanced level students as the participants. Thus, I wanted to know the perceptions of the advanced level students' towards the use L1 in English classroom.

Participants

The participants of the study were 150 students of English Teacher Education Program, Faculty of Language and Literature, Satya Wacana Christian University who has been learning English for 3 years or more such as, the students whose academic years were, 2012, 2011, and 2010 in the faculty and they were selected randomly. Here, I consider those students because they had passed the basic and the intermediate courses available in the faculty.

Instrument of Data Collection

This study used close-ended questionnaire as the instrument data collection to investigate advanced level students' perceptions toward the use of L1 in English classroom. I used close-ended questionnaire because it has more fixed and clear answers, which make it easier to evaluate and interpret the result. The questionnaire

consists of 12 questions which divided into two parts. Question number 1-7 is about the advantages of the use of L1, whereas question number 8-12 s about the disadvantages of the use of L1.

Data Collection and Analysis Procedure

In collecting the data, the questionnaires were distributed to the advanced level students. Before that, I conducted the piloting to make sure that all items in the questionnaire were already clear and understandable, as well as to prevent the participants' confusion while filling the questionnaire. After piloting the study, I distributed the fixed questionnaires to the participants which are different from the participants in the piloting process. There were 160 questionnaires that I distributed in order to prevent if some of the participants did not return the questionnaire or did not complete the questionnaire correctly which would make the data invalid. After collecting the questionnaire that I distributed, I picked 150 questionnaires according to the accuracy of the questionnaire to get the valid data to analyze.

Then, after collecting and sorting the questionnaires, I categorized each statement in the questionnaire into the aspects which has been specified. Afterward, the data was analyzed by calculating each point of the statement and presented it in form of chart and percentage. The last is I discussed data and related it with the appropriate literature.

FINDING AND DISCUSSION

In this part, the findings from the questionnaire are described based on two categories of the use of L1 in English class, which are the advantages and disadvantages of the use of L1. Before analyzing the two categories, each statement of the questionnaire will be analyzed first to see the students' perceptions toward the statements in the questionnaire. There were 12 items in the questionnaire that the students should answer. The first until the seventh statements on the questionnaire are the statements for the advantages of the use of L1 and the eight to the fourteenth statements are the statements for the disadvantages of the use of L1 in classroom. Below are the results from the questionnaires.

Question 1: By using Bahasa Indonesia (L1) I feel more confident to communicate in class

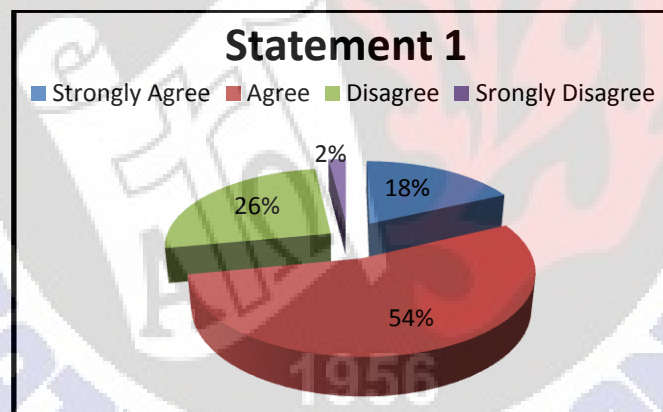


Figure 1

The students' perceptions toward the use of L1 that it makes them feel more confident to communicate the class.

From the result above, it can be seen that the majority of the respondents (72% or 108 people; either strongly agreed or agreed) believed that the use of L1 may enhance their confidence to communicate in class. Then only 28% or 42 people of the respondents showed that they disagree or strongly disagree with this statement. Sphaiu (2013) in his research

stated that “Native language helps the students feel less stressful” (p. 246). Less stressful here means that the students will not feel afraid to make mistake, like speak up or communicate in the classroom. Those students who agree that the using of L1 in classroom believed that by using L1 in teaching and learning process, it would help them in enriching their comprehension towards English itself. The idea of the use of L1 that can make the students feel more confident to communicate in class has also been strengthened by another researcher, such as Timor (2012) on his study toward the use of mother tongue. He found that the use of mother tongue in FLL teaching may provide confidence for students (p. 11). It is clearly shown from the result of the percentage above that most of the participants believe that the use of L1 makes them easier to state what they want to say if it is too difficult to say in English.

Question 2: By using L1, I feel more secure to communicate in class

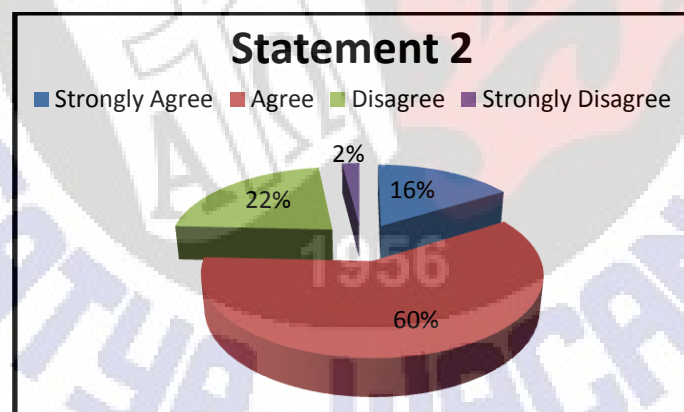


Figure 2

The students’ perceptions toward the use of L1 that it makes them feel more secure to communicate in class.

Schweers (1999) stated that “Starting with the L1 provides a sense of security.” (p. 7). I supported the statement of Schweers (1999) as it is shown in the percentage above. A very significant numbers of the respondents agreed or strongly agreed (76% of the

respondents or 114 people) that using L1 makes them feel more secure to communicate in the class. According to Jadallah and Hassan (2011) cited in Kavari (2014), “L1 use gives a sense of security and helps learners to be stress free.” (p. 208). This statement does not vary much with the statement 1, which, the use of L1 itself makes the students to be stress free or it can decrease the students anxiety when they are interacting one each other and when they are incapable of expressing what they mean using English.

Question 3: Using L1 can increase my motivation to learn English

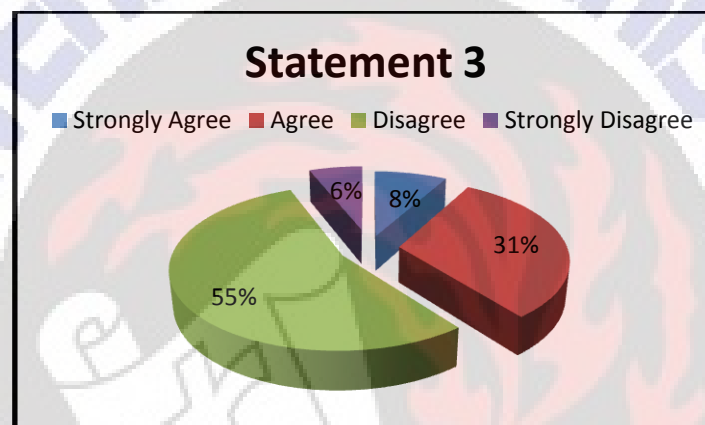


Figure 3

The students' perceptions toward the use of L1 can motivate them in learning English.

The chart above shows that there is an assumption from the respondents that L1 cannot increase their motivation in learning English. 61% of the respondents or 90 people stated disagree or strongly disagree toward this statement. According to the respondents learning English is different from Bahasa Indonesia, therefore they must be accustomed to use English in order to be more motivated after knowing their mistakes. Meanwhile, the other 39% or 60 people of the respondents thought that using L1 can encourage them to learn English. They stated that if they used Bahasa Indonesia first, it will ease them to learn English. This statement is supported by Sheweers (1999) in his research about using Spanish

in English class found out that, “using L1 (Spanish) has led to the positive attitudes toward the process of learning English and better yet, encourages students to learn more English.” (p.13)

Question 4: By using L1, I can understand more about complex words or sentences in English, like idiom

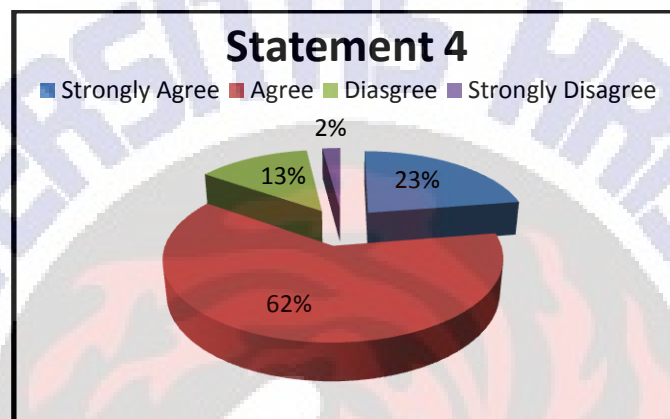


Figure 4

The students' perceptions toward the use of L1 that it can help them to understand complex words or sentences in English, like idioms

A very high percentage of the respondents (85% or 126 people of the respondents) show agreement towards the statement that explicitly mentions that by using L1 they can understand more about complex words or sentences in English, such as idiom. Only 15% of the respondents show disagreement toward this statement. As Xu (1993) cited in Khresheh (2012), explained that “L1 is sometimes effective to explain difficult word”, for example when the word ‘electricity’ is presented for the first time. Some students may have difficulties to understand its English definition, so it is effective to use L1 (p. 82). In addition, Kovacic and Kirinic (2011) cited in Al-Shareai (2012) asserted in his research about teachers’ and students’ perceptions towards using Croatian (L1) in English for Specific Purpose (ESP)

class whether it should be used or should be avoided that, the use of first language is more important in explaining difficult concept (p. 17).

Question 5: The use of L1 helps me to express my point/idea, especially when I do not know how to say it using English

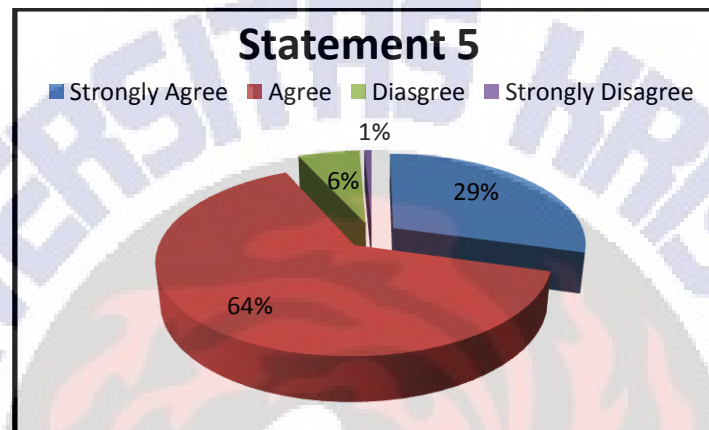


Chart 5

The students' perceptions toward the use of L1 that it helps them to express their point/idea, especially when they do not know how to say it using English

Almost the same result like the previous statement, in this statement 64% or 95 people stated that they agree or if the use of L1 helps them to express their point/idea, especially when they do not know how to say it using English. Similarly, the other respondents (29%) or 44 people confirmed that they absolutely agree with the statement. Salah (2011) cited in Kavari (2014) pointed out that, "students use their L1 to speak to the teacher when they cannot express what they mean using L2 ." (p. 209). Yacoub (2011) also believe that L1 can help teachers understand the questions that the students ask in L1 when they do not know how to express the question in English (p.12-17). Otherwise, only 1 (1%) respondent who stated absolute disagreement and the other 10 respondents (6%) disagreed with this statement.

Question 6: Using Bahasa Indonesia can help me use the time effectively and efficiently

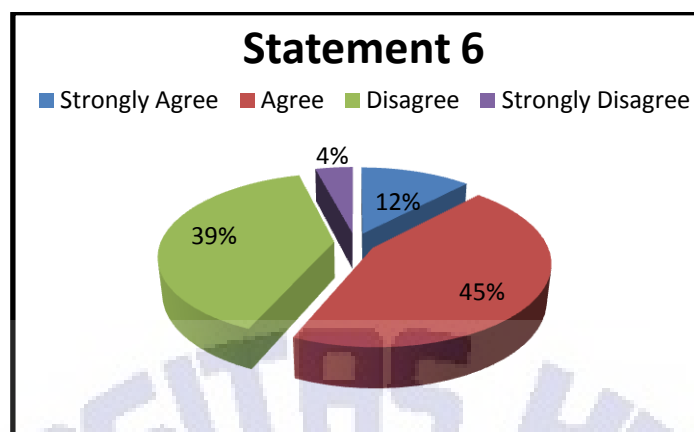


Figure 6

Students' perceptions toward the use of L1 that it can help them use the time effectively and efficiently

The result above shows that 57% of the respondents (84 people) agree or strongly agree that using L1 can help them use the time effectively and efficiently. Not so much different, in this statement 63 people or 43% of the respondents declared that they disagree or strongly disagree with the statement. However, according to Spahiu (2013), using students' native language can prevent the waste of time in explanation, discussion and instruction (p. 244). In line with Spahiu (2013) idea, Tang (2002) also explained that, "Class time is limited. If using L1 is helpful, why not do it? Sometimes when we use English to explain a sentence or a word, and the students still confused, using L1 is helpful to prevent the waste of time." (p.39)

Question 7: If I and my teacher use Bahasa Indonesia, it can make us closer so that the class situation become more comfortable

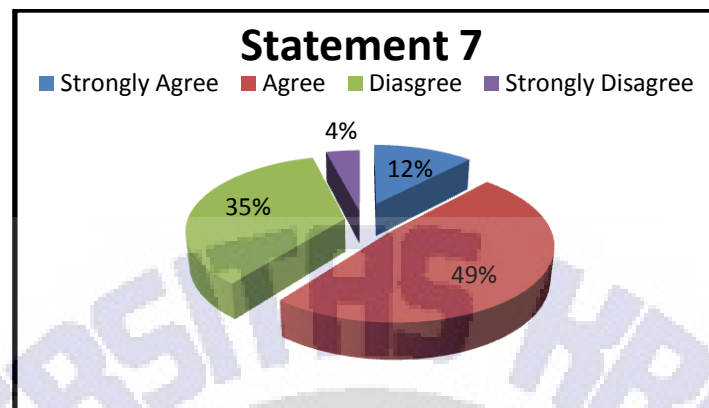


Figure 7

Students' perceptions toward the use of L1 that can make them feel closer with the teacher so that the class situation becomes more comfortable

The chart above shows that more than a half of the respondents (61% or 91 people of the respondents) feel closer with the teacher when they used L1 in class and also the class atmosphere becomes more comfortable. As supported by Grim (2010), using L1 can create a sense of closeness between the students and the teacher either to show understanding or to create a friendly rapport (p.197). Likewise, Al-Hinai (2011) also added that L1 can reduce learners' anxiety and creates a more relaxing environment (p.208). Then, the rest 39% or 59 people of the respondents stated that they did not feel the same thing. In their view, they are expecting the teachers to use English (L2) more often since their priority is the target language (English).

Question 8: Using Bahasa Indonesia makes me will always depend on my teacher and the other friends to translate everything first

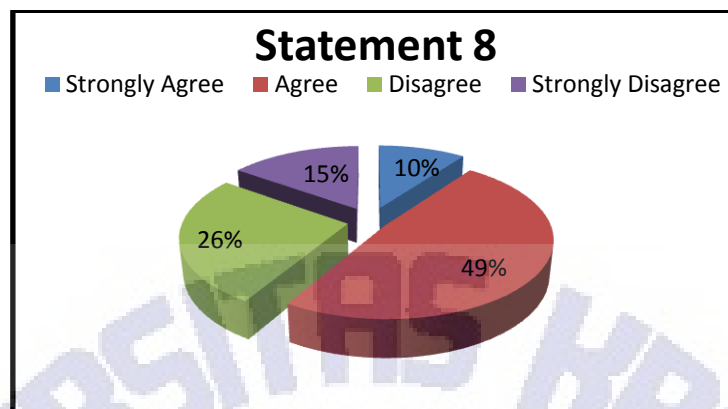


Figure 8

The students' perceptions toward the use of L1 that it makes them depend on their teacher and the other friends to translate everything

In statement 8, 87 people of the respondents (49%: agree, 10%: strongly agree) stated that they agreed that using L1 in classroom can make them depend on their teacher and their friend to translate everything to them. Atkinson (1987) pointed out his opinion that "The teacher and/ or the students will find difficulties to understand any item of language until it has been translated." (p.246). A similar opinion also shared by Mart (2013) that, "Unless it has been translated into their native language teacher or students feel that the language item will not be understood." Thus, the use of L2 will be obstructed if the students and the teacher always use L1 in the classroom. (p.12). Whereas the rest of the respondents, 63 people (26%: disagree, 15%: strongly disagree) stated that they disagreed with the statement given because sometimes they feel that if the lesson was delivered using L1 (Bahasa Indonesia) it will ease them to understand the point of the lesson, so they will be more motivated to learn English.

Question 9: Using a form or meaning in Bahasa Indonesia makes me difficult to state it in English

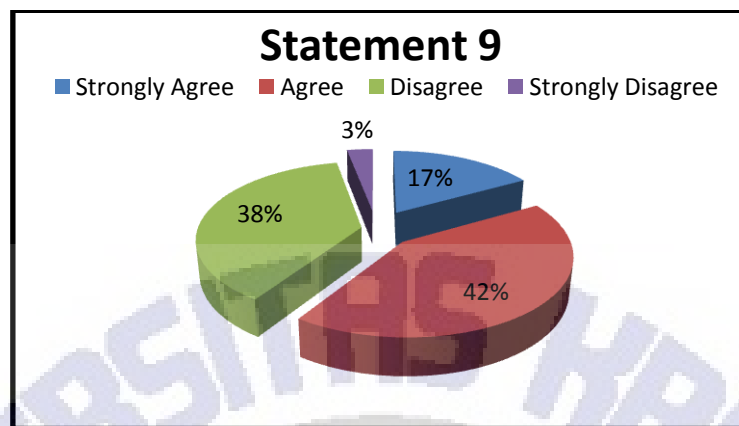


Figure 9

The students' perceptions toward the use of L1 that it makes them difficult to state a form or a meaning in English when they usually say it in Bahasa Indonesia

Similar with the result of the previous statement, on this statement 59% of the respondents or 87 people acknowledged their agreement that using L1 makes them difficult to state a form or a meaning in English when they usually say it in Bahasa Indonesia. They believed that the concept and context between English and Bahasa Indonesia is different. Therefore, they are trying to avoid the use of L1 (Bahasa Indonesia) in classroom. Macaro (2001) cited in Celik (2008) stated that "Only through the learners using L2, she/he can achieve strategic communicative competence (p.79). Followed by the 41% of the respondents or 63 people who stated they disagreed or strongly disagreed with this statement. According to them, through Bahasa Indonesia they will be easier to know and learn English.

Question 10: Using L1 can reduce my opportunities to take as much knowledge in English as possible

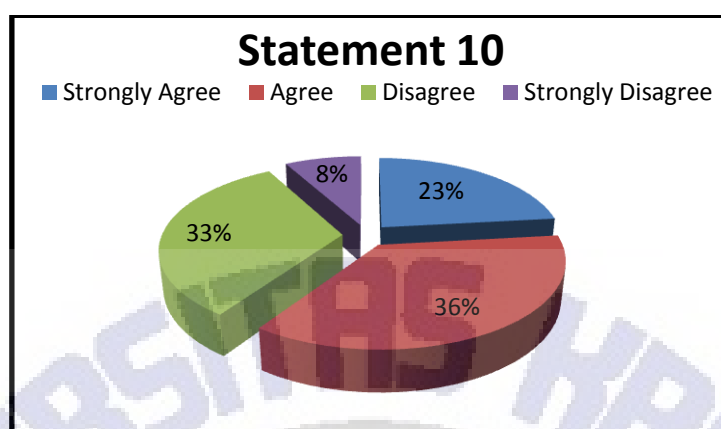


Figure 10

The students' perceptions toward the use of L1 that it can reduce their opportunities to take as much knowledge in English as possible

Statement 10 has the same number of the percentage with the previous statement, in which 59% of the respondents (36%: agree, 23%: strongly agree) or 87 people agree or strongly agree. They concur to the statement which says, "Using L1 can reduce my opportunities to take as much knowledge in English as possible". As stated by Khrashen and Long cited in Grim (2010), the presence of the L1 could prevent the L2 acquisition since the students become less expose to L2 (p.194). Then, 41% (33%: disagree, 8%: strongly disagree) respondents or 63 people show that they did not feel the same thing as it is written in the statement. In line with the 63 of the participants above, Notion (2001) believed that, L1 can help learners gain the knowledge needed to reach higher level of L2 performance (p.3). Likewise, Tang (2002) also added that "Limited and judicious use of mother tongue in the English classroom does not reduce students exposure to English, but rather can assist in the teaching and learning process." (p.41).

Question 11: Using L1 makes me afraid to take the risks in using English

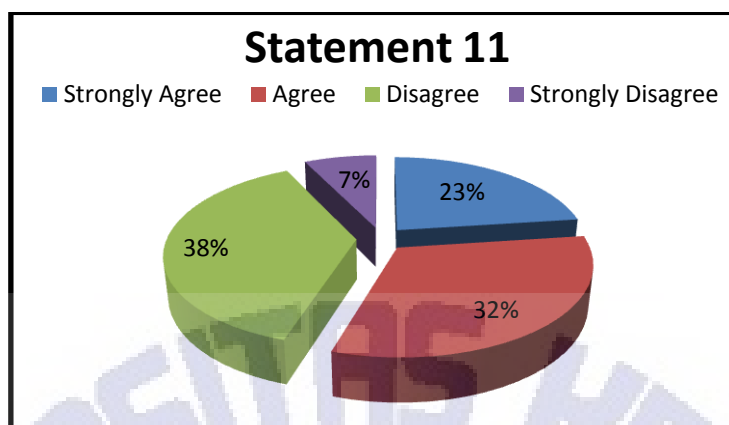


Figure 11

The students' perceptions toward the use of L1 that makes them afraid to take the risks in using English

Unlike the result of the previous statement, the result of statement 11 shows a different picture. 55% (total agree: 35% and strongly agree: 20%) of the respondents or 75 people believed that using L1 makes them afraid to take risks in using English. The reason that makes them afraid is because they already feel comfortable with the L1 that they used when they spoke although they know how to speak English. This statement is supported by Mart (2013) who believed that students will speak in their mother tongue to express what they mean even when they can speak using English (p.12). Similarly, Atkinson (1987) cited in Kavari (2014) added, students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean (p.209). Then, the remaining 45% respondents (total disagree: 42% and strongly disagree: 8%) showed the otherwise. These respondents disagreed with the statement not because they are afraid to speak using English, but they just avoid themselves from the mistakes.

Question 12: Using L1 can obstruct me to think directly in English

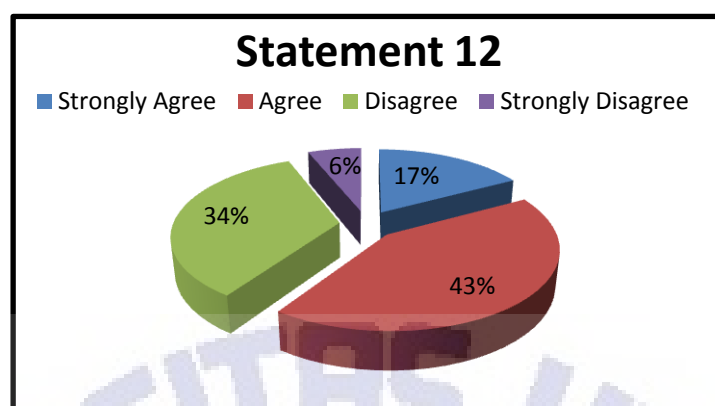


Figure 12

The students' perceptions toward the use of L1 that it can obstruct them to think directly in English

In the last statement, 60% of the respondents (43%: agree, 17%: strongly agree) certain that the use of L1 can obstruct them to think directly in English. Choomthong (2014) believed that thinking in L1 can inhibit thinking directly in the target language (p.49). Previously, Choomthong had proved her statement in her study that she conducted in 2011. In her study, although it was found that high-ability students used L1 by translating the English sentence by adding the Thai passive marker, “*Thiuk*” to see if the English passive voice construction and meaning were needed, they failed to apply the language use to other English passive voice usage or in other contexts. While the rest 40% respondents (34%: disagree, 6%: strongly disagree) showed disagreement toward the statement. They did not think that using L1 can obstruct them to think directly in English because they thought learning English will be easier if using Bahasa Indonesia first. For an instance, when they learned about complex words or ideas and grammar. Morahan (2009) stated that “Use of some L1 provides more times to practice L2 because understanding is achieved much more rapidly.”

CONCLUSION

The twelve charts that had been discussed previously showed the percentage of the students' perceptions toward the use of L1 on its several advantages and disadvantages in its use. Therefore, it can be said that the advanced students support the use of L1 because it helps them in learning English a lot. Based on the data collection, the writer found the highest four of students' preferences regarding the use of L1 in the classroom. Their preferences are the use of L1 in: 1) helping them to express their point/idea, especially when they do not know how to say it using English, 2) understand more about complex words or sentences in English, like idiom, 3) feel more secure to communicate in class, (4) and makes them feel more confident to communicate in class. This finding was equivalent with the previous study conducted by Morahan (2009), Miles (2004), Shareai (2012). Kavari (2014).

In this research, the writer also found that the majority of students perceived L1 as a beneficial thing. They believed that L1 will help them understand English better because they have different capabilities from one to another and by the use of L1, they can acquire and perform better in the classroom. This finding supports Miles (2004) who stated in his research that "L1 use in the English classroom does not hinder the learning of an L2, and actually facilitate it". However, some of the respondents of this study also suggest that they will not gain so much knowledge if the L1 is exposed. They prefer the maximum exposure to the English so they will not depend on the use of L1. They also believe that the use of English will increase their ability in acquiring the language.

From the result of this study the minority of students perceive L1 as an interference, the writer concluded that the students considered L1 in English classroom as a useful tool. It is shown by the number of students who perceived L1 as a help to acquire the English better, which is 102 out of 150 students. Hence, the students' L1 is still needed in the classroom because there are so many benefits for the students in order to acquire English better.

This study still have some limitations that should be kept in minds. As my recommendation, I suggest the further research in this topic uses interview and/or observation to collect the data. Thus, the more varied perspectives of the participants can be gathered and analyzed to get the deeper analysis for interesting findings.



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APPENDIX

Kuesioner

Teman-teman,

Saat ini saya sedang melakukan penelitian untuk tugas akhir tentang “pandangan mahasiswa tingkat atas Fakultas Bahasa dan Sastra (FBS) tentang penggunaan L1 (Bahasa Indonesia) di kelas”. Untuk itu saya mengharapkan partisipasi teman-teman sekalian untuk mengisi kuesioner ini sebagai data penelitian saya. Atas bantuan, kesediaan waktu, dan kerjasamanya saya ucapkan terima kasih.

*** Bacalah pernyataan-pernyataan berikut dengan teliti dan berilah tanda cek (✓) pada kolom yang sesuai.**

- SS : Sangat Setuju

- S : Setuju

- TS : Tidak Setuju

- STS: Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1.	Dengan menggunakan Bahasa Indonesia (L1), saya merasa lebih percaya diri dalam berkomunikasi di kelas.				
2.	Dengan menggunakan Bahasa Indonesia, saya merasa lebih aman dalam berkomunikasi di kelas.				
3.	Dengan menggunakan Bahasa Indonesia, saya lebih termotivasi dalam belajar Bahasa Inggris.				
4.	Dengan menggunakan Bahasa Indonesia, saya dapat memahami lebih jelas tentang arti kata atau kalimat yang sulit dalam Bahasa Inggris, seperti idiom.				
5.	Penggunaan Bahasa Indonesia, dapat membantu saya dalam mengutarakan maksud/ide khususnya ketika saya tidak tahu bagaimana mengungkapkannya dalam Bahasa Inggris.				
6.	Dengan menggunakan Bahasa Indonesia, maka waktu yang tersedia dapat digunakan secara efektif dan efisien.				
7.	Apabila saya dan guru saya menggunakan Bahasa Indonesia, itu dapat mendekatkan hubungan kami sehingga suasana kelas menjadi lebih nyaman.				
8.	Kebiasaan menggunakan Bahasa Indonesia, membuat saya akan selalu bergantung pada guru dan teman saya untuk menterjemahkan segala sesuatu terlebih dahulu.				
9.	Kebiasaan saya menggunakan suatu bentuk atau arti dalam Bahasa Indonesia, menyulitkan saya ketika harus mengungkapkan arti atau bentuk tersebut dalam Bahasa Inggris secara tepat.				
10.	Kebiasaan menggunakan Bahasa Indonesia mengurangi kesempatan saya untuk mendapat pengetahuan tentang Bahasa Inggris sebanyak mungkin.				
11.	Kebiasaan menggunakan Bahasa Indonesia membuat saya takut untuk				

	mengambil resiko dalam menggunakan Bahasa Inggris.				
12.	Kebiasaan menggunakan Bahasa Indonesia menghambat saya untuk berpikir secara langsung dalam Bahasa Inggris.				

NIM :

Lama belajar Bahasa Inggris :

Terima Kasih ☺

